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ABSTRACT

Performance objectives related to occupational, social, communication, and daily living skills are specified for educable mentally handicapped students in kindergarten through twelfth grade. Each skill area is broken down into four to seven component parts, such as job readiness, home and family, social studies, and health habits. In turn, each component part contains four to eight activities such as the following: the acquisition of good work habits, the identification and location of employment facilities, and the solution of problems pertinent to employment; a knowledge of relationships, one's own and others' roles, and the living scheme in the family; implementation of social studies concepts in decision making in human affairs, development of commitment to values in a free society, and knowledge of city and state geography; and the ability to wash regularly without assistance, to choose appropriate foods, to exercise regularly, and to cope with emotional feelings. (MC)

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EMH

OBJECTIVES

EC 051880

cooperative educational services

1 april 1973

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PERFORMANCE OBJECTIVES

for

EDUCABLE MENTALLY HANDICAPPED
(K-12)

by

SPECIAL EDUCATION STAFF

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COOPERATIVE EDUCATIONAL SERVICES
1 April 1973

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F O R E W O R D

The objective of this project was to provide a set of objectives useful to teachers. The group developed the overall framework design for the curriculum for EDUCABLE MENTALLY HANDICAPPED students K-12. This is the map of the terminal student behaviors toward which we will work in subsequent diagnosis prescription treatment and evaluation.

Objectives have been stated as simply as possible. The key question asked was, "Does this objective convey meaning to the teacher?" "Super-specificity" was avoided to keep from wallowing in a multitude of objectives. Teachers may wish to establish enroute objectives for a particular student depending upon diagnosis and teaching strategy.

To eliminate redundancy, objectives do not include a statement of the given conditions nor the performance standard. The conditions are typically implied, i.e. "given appropriate instructions, etc." Unless otherwise stated, performance standards require competency at the 85% level.

This work represents the cooperative efforts of four school districts and the State Department of Education and reflects great credit upon the participants.

David E. Sieswerda
1 April 1973

D E D I C A T I O N

THE SPECIAL EDUCATION TEACHERS THAT PARTICIPATED IN THIS WORKSHOP DEDICATE THIS CURRICULUM GUIDE TO MR. DAVID SIESWERDA.

OUR FINISHED PRODUCT WAS MADE POSSIBLE THROUGH HIS TIRELESS EFFORTS, SINCERITY, AND UNDERSTANDING.

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8 March 1973

CURRICULUM - EDUCABLE MENTALLY HANDICAPPED

FRAMEWORK DESIGN

for

PERFORMANCE OBJECTIVES

CONTINUING LIFE FUNCTIONS

OCCUPATION	SOCIALIZATION	COMMUNICATION	PERSONAL DEVELOPMENT (SELF-HELP)
1. Career Selections	1. Human Relations	1. Language	1. Care of Possessions
2. Job Readiness	2. Home and Family	2. Math	2. Good Manners
3. Attitudes	3. Leisure Time	3. Writing	3. Health Habits
4. Community Resources	4. Finance	4. Social Studies	4. Mobility
	5. Social Iniative	5. Reading	5. Self-Concept
		6. Science	6. Planning (Organization of Time)
		7. Art	7. Safety

1 April 1973
EMH - Objective Outline

CURRICULUM - EDUCABLE MENTALLY HANDICAPPED

CONTINUING LIFE FUNCTIONS

OCCUPATION

I. CAREER SELECTIONS

Goal: To develop awareness of obtainable careers

Objectives:

1. The student will identify a variety of employment facilities and job requirements.
2. The student will compare and evaluate benefits and non-benefits of employment and unemployment.
3. The student will evaluate working conditions in the following ways: payrates, duties, fringe benefits and opportunities for advancement.
4. The student will identify and evaluate his own limitations and capabilities as they relate to employment.

II. JOB READINESS

Goal: To develop and maintain characteristics leading to effective employment.

Objectives:

1. The student will identify a variety of employment facilities and job requirements.
2. The student will use skills necessary to acquire and maintain employment status.
3. The student will transfer knowledge learned in a classroom setting to situations that occur in daily living.
4. The student will travel from location to location that might be required by him for employment.
5. The student will locate and contact the correct offices and people in order to acquire the credentials necessary for employment and credit.
6. The student will maintain work habits that are necessary in establishing an effective employment record.
7. The student will solve problems in adjustment that might arise on everyday job situations.
8. The student will identify and evaluate his own limitations and capabilities as they relate to his employment.

III. ATTITUDES

Goal: To develop an awareness of attitudes that are necessary for satisfactory job performance.

Objectives:

1. The student will demonstrate the ability to work in a cooperative manner with peers and adults.
2. The student will demonstrate the ability to play in a cooperative manner with peers and adults.
3. The student will react positively to correction and suggestions for improvement.
4. The student will demonstrate responsibility and respect for his own possessions and those of others.

IV. COMMUNITY RESOURCES

Goal: To develop an awareness of the resources within the community.

Objectives:

1. The student will locate and contact the correct offices and people in order to acquire the credentials necessary for employment and credit.
2. The student will identify and evaluate his own limitations, capabilities and needs.
3. The student will travel from location to location independently.
4. The student will understand functions of available community organizations.

CONTINUING LIFE FUNCTIONS

SOCIALIZATION

I. HUMAN RELATIONS

Goal: To develop ability to get along with other people

Objectives:

1. The student will display socially acceptable manners.
2. The student will use other people's property with permission and care.
3. The student will share feelings, services, and materials appropriately.
4. The student will work co-operatively.

II. HOME AND FAMILY

Goal: To recognize the importance of being a responsible and contributing member of home and family

Objectives:

1. The student will describe relationships among family members.
2. The student will gain an awareness of his own and other's roles in creating a home environment.
3. The student will appreciate the individual rights of family members.
4. The student will recognize and respect adults in authority.
5. The student will recognize that every family has its own living scheme (pattern).
6. The student will participate in family activities.

III. LEISURE TIME

Goal: To develop a wise and satisfying use of leisure time

Objectives:

1. The student will identify and develop skills in a variety of leisure time activities.
2. The student will organize leisure time adequately.
3. The student will develop personal satisfaction in constructive activity.
4. The student will know how to entertain himself.

IV. FINANCE

Goal: To develop an understanding of how "finances" affect daily living.

Objectives:

1. The student will transfer his knowledge of number concepts and money to daily living.
   a. He will recognize coins and use their names.
   b. He will understand value of coins (1¢, 5¢, etc.)
   c. Given the proper change, he will make simple purchases and count change.
2. The student will demonstrate a knowledge of financial problems such as judging quality, buying on installment, borrowing money, saving and insurance and taxes.

V. SOCIAL INIATIVE

Goal: To extend student opportunities for building self-confidence through social participation.

Objectives:

1. The student will perform as a leader in appropriate social settings.
2. The student will accept reasonable rules of group.
3. The student will achieve and interact socially.

CONTINUING LIFE FUNCTIONS

COMMUNICATION

I. LANGUAGE

Goal: To develop the student's potential in the area of communication.

Objectives:

1. The student will develop the ability to listen and relate (events, experiences) in an understandable way.
2. The student will verbalize and maintain social amenities.
3. The student will initiate and carry on a conversation with adults and peers.
4. The student will make inquiries from telephone operator, policeman, or other persons from whom he needs information.
5. The student will use vocabulary befitting the place and situation.
6. The student will express his feelings, thoughts, and ideas orally and in writing.

II. MATH

Goal: To develop and apply math concepts and skills according to ability and immediate needs.

Objectives:

1. The student will manipulate the four basic math operations.
2. The student will perform occupational computations.
3. The student will demonstrate a knowledge of financial problems including judging quality, buying on installment, borrowing money, saving, and insurance and taxes.
4. The student will apply math concepts and skills in money measures and time.
5. The student will compute math concepts and methods.
6. The student will employ problem-solving techniques as appropriate.

III. WRITING

Goal: To develop the ability to write or print legibly.

COMMUNICATION (con't.)

Objectives:

1. The student will develop the manual dexterity and skills necessary for correct letter formation.
2. The student will write personal data legibly and accurately.
3. The student will develop a consistent legal signature in either manuscript or cursive.
4. The student will write legibly enough to satisfy individual personal or vocational needs.

IV. SOCIAL STUDIES

Goal: To develop an interest and knowledge of human affairs and use these skills in his environment

Objectives:

1. The student will respect and accept human differences among people.
2. The student will use social studies skills, concepts, and problem-solving techniques for making decisions in human affairs.
3. The student will display a reasonable commitment to the values that sustain a free society.
4. The student will exemplify acceptable codes of behavior.
5. The student will exhibit a knowledge of the geographical structure of his city and state.
6. The student will evidence knowledge and appreciation for the United States and her foreign neighbors.

V. READING

Goal: To develop the skills to obtain meaning and enjoyment from written material

Objectives:

1. The student will demonstrate skills in
   a. visual-motor tasks
   b. auditory-motor tasks
   c. phonetic analysis
   d. structural analysis
   e. reference techniques

COMMUNICATION (con't.)

2. The student will develop the ability to comprehend and understand printed materials.
3. The student will initiate and exercise free choice in his reading materials.

VI. SCIENCE

Goals: To develop skills in interacting with living and non-living things in the environment

Objectives:

1. The student will develop the ability to exercise some degree of control over his environment.
2. The student will develop, through experiences in science, an interest or a hobby.
3. The student will describe verbally or graphically, the power and beauty manifested in the various forms of life.
4. The student will demonstrate responsible action that will improve the environment.
5. The student will describe how the relationship between man & living things affects his everyday life.
6. The student will develop the ability to conduct simple experiment, make observations, keep records and relate the results to a simple hypothesis.

VII. ART

Goal: To develop aesthetic skills and appreciation to obtain meaning and enjoyment through Art

Objectives:

1. The student will identify the career and/or leisure time potential available in the arts.
2. The student will demonstrate the ability to utilize the interaction of the arts with other life functions.
3. The student will develop any individual creative talent in expressive form.
4. The student will choose and use from the variety of techniques available in the arts.
5. The student will develop listening skills.

CONTINUING LIFE FUNCTIONS

PERSONAL DEVELOPMENT (SELF-HELP)

I. CARE OF POSSESSIONS

Goal: To develop a respect for property

Objectives:

1. The student will identify personal possessions.
2. The student will care for and keep track of personal possessions (clothing, books, toys).
3. The student will distinguish between community and private property.
4. The student will know and apply rules for care of community and private property.

II. GOOD MANNERS

Goal: To develop socially acceptable behavior

Objectives:

1. The student will demonstrate courteous behavior in daily life activities.
   a. He will use and maintain skills needed to respond graciously to gifts and compliments.
   b. He will understand and practice respect for authority figures.
   c. He will pleasantly accept directions and/or corrections.
   d. He will use "polite" terminology consistently.
   e. He will maintain habits of punctuality.
2. The student will identify and maintain fully acceptable table manners.
3. The student will demonstrate ability to work cooperatively in a group.
   a. He will share and lend possessions.
   b. He will listen when someone else is speaking.

III. HEALTH HABITS

Goal: To develop and maintain habits consistant with good health.

Objectives:

1. The student will look after personal hygiene adequately.

PERSONAL DEVELOPMENT (SELF-HELP) (con't.)

2. The student will wash himself regularly and completely without assistance.
3. The student will choose the correct clothing according to the weather.
4. The student will choose appropriate foods to maintain good health.
5. The student will exercise regularly.
6. The student will describe the effect of the misuse of drugs or medication.
7. The student will maintain his own personal health schedule.
8. The student will cope with his various emotional feelings.

IV. MOBILITY

Goal: To develop the ability to move appropriately within his environment.

Objectives:

1. The student will find his way to and from places at school and in the neighborhood relevant to his daily living.
2. The student will demonstrate his ability to move from one area to another in an appropriate manner.
3. The student will use public transportation for familiar and unfamiliar journeys.
4. The student will demonstrate his ability to follow the prescribed procedure going to and from school on the bus.
5. The student will move about with ease in situations involving social interaction.
6. The student will adhere to rules of the group in cafeteria, field trip, public places.

V. SELF-CONCEPT

Goal: To develop an awareness of his own self-worth

Objectives:

1. The student will be comfortable with most people and respond readily to them.
2. The student will respond constructively to praise and criticism.
3. The student will undertake and complete tasks with positive attitude.

PERSONAL DEVELOPMENT (SELF-HELP) (con't).

4. The student will be able to cope with anxiety-producing situations.
5. The student will demonstrate pride in personal appearance.
6. The student will demonstrate pride in his own achievements.
7. The student will demonstrate self-reliance within his own capabilities.
8. The student will recognize his own strengths and weaknesses.

VI. PLANNING (Organization of Time)

Goal: To develop the ability to effectively organize his time and resources.

Objectives:

1. The student will demonstrate ability to concentrate energies on specific tasks during given times.
2. The student will demonstrate ability to carry a task to completion.
3. The student will exhibit by his behavior, the importance of punctuality.
4. The student will develop necessary skills to plan ahead for long range goals.
   a. He will use worksheets, calendars, schedules, etc.
   b. He will understand the importance of setting priorities.

VII. SAFETY

Goal: To develop sound safety practices

Objectives:

1. The student will use materials or tools appropriately.
2. The student will be able to obtain medical or emergency assistance.
3. The student will be aware of and follow specified safety rules.
4. The student will recognize the importance of controlling frustrations.
5. The student will remain alert to danger signals, to self and others.
6. The student will have the manual dexterity adequate to perform particular activities in a safe manner.